



**Relationships and Sex Education Policy
2023 - 2024**

Approved by:

Kate Espley

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Holywell Primary School, Upchurch Relationships and Sex Education Policy

*Holywell School is a safe school and follows
Government PREVENT protocols to ensure it stays that way.*

INTRODUCTION

In our school we believe that Relationships and Sex Education (RSE) is lifelong learning about ourselves including our emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and health. It takes place in many contexts - at home, at school and in the community.

RSE is an entitlement for all young people. Difference and diversity must be taken into account when delivering RSE. Special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background, all affect access to RSE.

RSE is most effective when provided in the wider context of social and emotional development. In schools, successful RSE is firmly rooted in personal, social and health education (PSHE). RSE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making.

CONVENTION ON THE RIGHTS OF THE CHILD

As a school that respects the rights of the children and adults in our school family, community and beyond, we aim for each school policy to adhere to articles from ***UNICEF's Convention on the Rights of the Child***.

In this policy, we are working towards the following articles:

- **Article 3** – We consider the best interests of the child to be our top priority.
- **Article 5** – We respect the rights of parents to provide guidance and direction to their children as they grow up, recognising the children's increasing capacity to make their own choices.
- **Article 15** - We aim for all members of the school community to treat each other with respect.

Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.



Holywell Primary School, Upchurch Relationships and Sex Education Policy

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Holywell Primary School we teach RSE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values. **RSE is not about the promotion of sexual activity.**

Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

Primary sex education will focus on:

- Preparing children for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.



Holywell Primary School, Upchurch Relationships and Sex Education Policy

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by class teachers.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
 - Consider the level of differentiation needed

Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils



Holywell Primary School, Upchurch Relationships and Sex Education Policy

- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and will not provoke distress

Use of external organisations and materials

We will make sure an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure any speakers, tools and resources used do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they are going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers



Holywell Primary School, Upchurch Relationships and Sex Education Policy

- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **will not**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

Roles and responsibilities

The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Members of the Pastoral team who will teach aspects of the SRE scheme around puberty are Miss Lassman, Mrs Shellard and Mr Callaghan. They will be supported by class staff for these sessions.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.



Holywell Primary School, Upchurch

Relationships and Sex Education Policy

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by the SLT through:

Learning Walks, Book Looks and pupil conferencing.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by The Headteacher on an annual basis. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum plan:

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lifewise Reception Programme	Planting Our Food x2	Taking Good Care of Myself x2	Sleep x 2	Animals x2	Follow My Lead x2	Sharing x2
	Cities, Towns, Land and Sea x2	Being Curious x2	The Great Outdoors x2	Fire Safety x2	Making Mistakes x2	Marching to the Beat of your Own Drum x 2
	Gentle Hands and Hearts x2	Managing Feelings x2	Trusted Adults x2	Water Safety x2	Road Safety x2	Technology x2

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LifeWise Year 1 PSHE Programme	Being Happy x 2	Getting your sleep x 2	A Problem Shared is a Problem Halved x 2	What Makes A Family	Braving the Weather x 2	Road Safety x 2
	Being Mindful x 2	Hygiene and Me x 2	Communication x 2	My Growing Body	Emergency Services x 2	Safety Symbols x 2
	First Aid and CPR x 2	Understanding Difficult Feelings x 2	Trust x 2	Respecting Others x 2	Food Safety and What Not to Eat x 2	Signalling & Sign Language x 2
	What is Friendship	Kind vs Unkind		Water Safety x 2	Wildlife	

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LifeWise Year 2 PSHE Programme	Screen Time Safety x 2	It's Okay not to be Okay x 2	My Private Body	Desert Island x 2	Cyber Safety x 2	Personal Goal Setting x 2
	Feeling Sad x 2	Medicines and Drugs x 2	Respecting All Families	Environment x 2	Fire Safety x 2	Protecting our Planet x 2
	Happiness x 2	Understanding Peer Pressure	Dealing With Loss x 2	Navigation x 2	Forest Survival x 2	Adapting to Change x 2
	Positive Friendships	Relaxation x 2	Fight or Flight x 2		The Art of Failure	

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LifeWise Year 3 PSHE Programme	Personal Hygiene	My Body, Your Body - Keeping Healthy	Power of Words: STOP	BV Democracy and Law x 2	Helping Others to Get Help x 2	Growth Mindset x 2
	Vaccinations and Diseases	Self-Worth x 2	Social Media Body Confidence	BV Culture and Liberty x 2	Who Can We Trust x 2	Sun Safety
	Anger, Fear and Mindfulness	Self-Image x 2	Gender	Relationships with Others x 2	Staying Safe Online x 2	The World of Work
	Anxiety, Stress and Mindfulness	Autism Different, Not Less	Fairtrade: Working Together		Separation and Divorce	Problem Solving and Time Management x 2
	Exercise	Different Kinds of Friendship	Global Warming - What Can We Do To Help?			
	Safety with Household Meds		Celebrating Women in History: Traditional Roles			
	Change is Good					

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LifeWise Year 4 PSHE Programme	Healthy Eating and a Balanced Diet x2	My Body, Your Body - Keeping Safe	Bullying x 2	BV Government and Rules x 2	Consent	Problem Solving and Resourcefulness x 2
	The Importance of Physical Activity x 2	Sleep x 2	Everything Will Be Alright	BV Freedom in Beliefs x 2	Where Does My Food Come From?	Try and Try Again x 2
	Relaxing to Recharge x 2	Screen-time x 2	All About Tik-Tok	Family Relationships x 2	Respect x 2	Leadership x 2
	The Recreational Drugs of Alcohol and Nicotine	Autism: Aspergers What's Love?	Identity and Gender Fairtrade: Change Through Choice		Being Responsible x 2 Earning Money	

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LifeWise Year 5 PSHE Programme	Junk Food x 2	Keeping My Body The Same x 2	Power of Words - Mouldy Rice	BV Laws and Parliament x 2	The Digital World x 2	Learning Part 2
	Nutritional Values x2	My Body Changes x 2	Social Media - Being Confident	BV Freedom of Speech and Movement x 2	Supporting the Community x 2	Borrowing Money x 2
	The Human Body x 2	Autism - Neurodivergence	Responsibility and Inspiration x 2	Respecting Others' Boundaries and Beliefs x 2	Communicating Effectively x 2	Dealing With Adversity x 2
	Caffeine - Helpful or Harmful?	Expressing Love Differently As You Grow What is Marriage?	Homophobic Language in Schools Fairtrade: Same Storm, Different Boat		Learning Part 1	The NHS x 2

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LifeWise Year 6 PSHE Programme	First Aid x 2	My Amazing Body x 2	The Power of Words - Clean up Your Speech	BV Lawmakers and Activists x 2	Consent	Transition x 2
	Alcohol, Smoking and Vaping	Self-Perception x 2	Social Media - Tik Tok	BV Rights and Radicalisation x 2	Feeling Anxious x2	Learning to Working x 2
	Drugs	Autism Do Say, Don't Say	Identity, Gender and Sexuality	The Government X 2	Ageism x 2	Law x 2
	Illegal Drugs	The Power of Love - Inequality Within Relationships	Fair Trade - The Shirt Off Your Back		The Power of Negotiation X 2	Tax x 2
	Recognising and Controlling Anger	What is Forced Marriage?	Global Warming - Issues and Prevention			Banks x 2
	Organisation of Life		Celebrating Women in History - Forgotten Achievements			Pensions x 2
				<div data-bbox="1115 791 1505 943" style="border: 1px solid black; padding: 5px;"> We have added more lessons in Summer 2 to give you optionality. Pick and choose what is right for your students! </div>		How to Write a CV x 2 Entrepreneurship, Enterprise and Business x 2

Appendix 2 Parent form: Withdrawal from Non-Statutory components of Sex Education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	